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ABSTRACT

The Knowledge of Child Development Inventory (KCDI), which is appended, is a 56-item multiple choice test of knowledge of child development from birth to age three. Test items were based on authoritative materials covering the cognitive, physical, emotional, and social development of young children. The KCDI was meant to be appropriate for use with young adolescents and lay populations such as parenthood education students. Normative data were obtained on the KCDI from a sample of 434 adolescent and adult females of varying backgrounds. The reading level was found to be 8.0, with a minimum of technical terminology. Test reliability was .93 and criterion validity was .83. A number of appropriate settings for administering this test were suggested. (Author/GDC)

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*THE KNOWLEDGE OF CHILD DEVELOPMENT INVENTORY

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ABSTRACT

The need for an instrument that measures knowledge of child development and is comprehensible to lay populations and young adolescents has lead to the development of the Knowledge of Child Development Inventory (KCDI). The KCDI is a 56 item multiple choice test of knowledge of child development from birth to age three in the areas of emotional, cognitive, physical, and social development. Normative data was obtained on the KCDI from a sample population of 434 adolescent and adult females from varying racial backgrounds. The instrument has a reading level of 8.0 (Fry Reading Index), a minimum of technical terminology, reliability of .93 (Cronback's Alpha a coefficient of internal consistency) and criterion validity of .83.

The KCDI would be relevant in educational settings where pre and post assessment of knowledge of child development is desired, i.e. high school courses in child development, prenatal classes, Head Start parent training programs, and early childhood/special education parent training programs. In addition, the KCDI would be relevant in clinical settings where the assessment of the individuals concepts of child development are of importance i.e., adoption agencies, abuse centers, and teenage pregnancy centers.

THE KNOWLEDGE OF CHILD DEVELOPMENT INVENTORY

The initial procedure in the development of the Knowledge of Child Development Inventory as suggested by Tinkelman (Thorndike, 1971, p. 56) was the analysis of a dozen of the more widely used text books in the field in order to secure a tentative list of topics and to obtain an indication of the appropriate emphasis to be given to specific items. With this purpose in mind selected college text books in child development were reviewed Biehler (1976), Brophy (1977), Hurlock (1978), Jersild (1978), McCandler and Trotter (1977), Munsinger (1978), Mussen, Conger and Kagan (1974), Papalia and Olds (1978), Smart and Smart (1977), Stone and Church (1978), and Yussen and Santrock (1978). Also examined were the most current and authoritative review of the research in child development and family interactions (Clarke-Stewart 1977), and Burton White's highly regarded observational study of mothering in a natural setting (1973). Books written for the general public on parenting and child development were examined: Beck (1967), Becker (1977), Bettelheim (1962), Brazelton (1973), Caplan (1973), Dobson (1970), Fraiberg (1959), Gordon (1970), Graubard (1977), Ilg and Ames (1955), Leshan (1972), Salk (1972), Smart and Smart (1977), and White (1975).

Varied parent training materials including those used in the federally sponsored "Education for Parenthood Program" (Cobb and Peters 1975), the government review of the program (Morris, L.A., 1977), the curriculum for "Footsteps", the Public Broadcasting Service series on parenting, the Parent Magazine filmstrip series, "How An Average Child

Behaves - From Birth to Age Five," and "The First 18 Months; From Infant To Toddler," The Systematic Training for Effective Parenting (STEP) Program (Dinkmeyer, 1976), and the Parent Effectiveness Training (P.E.T.) program (Gordon, 1970). To insure appropriate content and reading level for adolescents, widely used high school textbooks in child development were also reviewed: Ames (1970), Brisbane (1975), Draper and Draper (1975), and Hurlock (1978).

The data obtained from the review of textbooks and other pertinent sources was organized into a table of specifications (Table 1). Guidelines set forth by Nunnally (1972) were utlized. He suggests that content validity will be served to the extent that test items adequately sample the subject matter of a particular area of knowledge, and that by developing test items from a table of specifications, the test will closely represent the curriculum content outlined for that area. The field of child development is often broken down into the four basic areas of emotional, cognitive, physical, and social development. The table of specifications which outlines each of the four basic areas separately (Table 1) is reflective of this. The subheadings within the emotional area are reflective of the Erikson psychological perspective. The subheadings for the remaining three areas were selected on the basis of item frequency and and weight (lines per source) in the listed sources.

Development of the KCDI Questionnair

Initially an item pool of over 120 question concepts was generated, consisting of approximately 30 question concepts for each basic area of development: emotional, cognitive, physical, and social. From the

original item pool, fifty-six (56) of these items were selected. Fourteen items were taken from each of the four basic areas as representations of appropriate landmarks in child development from birth through three years of age as indicated by the table of specifications (Table 1). The fifty-six question concepts were then developed into multiple-choice test items devised by Grundlund (1971, pp. 183-193) and Nunnally (1972, pp. 172-181).

Preliminary administrations of the test items were conducted to determine subject understanding and test readability. Three groups participated in this review process; five high school students, the five staff members of an infant stimulation program, and seven masters degree candidates in Early Childhood/Special Education. This review process resulted in the revision of several test items. The Fry Reading Index was utlized and established a reading level of grade 8.0 for the KCDI.

Content Validity

Content validity was obtained through an analysis of the instrument. Four experts in child development were requested to focus on item construction, i.e., each item's readability and form and on completeness of question coverage, i.e., do the questions adequately cover each of the four basic areas of emotional, cognitive, physical and social development.

A scale with a selection range of excellent, good, adequate, and poor was utilized. Composite ratings were as follows: for the item construction criteria 37 items were rated excellent, 13 items good and the remaining 6 items adequate. The completeness of question coverage was rated excellent.

TABLE 1

TABLE OF SPECIFICATIONS OF THE KCDI

Content Area & Concepts	Weight Per Area	Weight Per Concept	Know-ledge	Under-Standing	Appli-cation	No. of Questions
EMOTIONAL DEVELOPMENT	25%					
Trust vs. Mistrust		5.4%	X	X	X	3
Autonomy vs. Shame		9.0%	X	XX	XX	5
Fear of Strangers		1.8%			X	1
Attachment		3.6%		X	X	2
Typical Emotions		5.4%	X	XX		3
COGNITIVE DEVELOPMENT	25%					
Newborn Behaviors		3.6%	XX			2
Exploration		5.4%	X	X	X	3
Visual		3.6%	X	X		2
Language		5.4%	X	X	X	3
Adult/Child Interactions		7.2%	X	XX	X	4
PHYSICAL DEVELOPMENT	25%					
Newborn Behaviors		7.2%	XXXX			4
Bodily Functions		10.8%	X	XXXX	X	6
Safety		5.4%	X	X	X	3
Handedness		1.8%		X		1
SOCIAL DEVELOPMENT	25%					
Smiling		3.6%	X	X		2
Genital Exploration		1.8%		X		1
Aggression		3.6%		XX		2
Toilet Training		3.6%		XX		2
Play		3.6%		XX		2
Development of Self-Control		9.0%	X	XX	XX	5
TOTALS	100%	*100.8%	17	27	12	56

*each item was weighted equally (1.8%)

Item Analysis

Twenty-four Masters degree candidates in Early Childhood/Special Education participated in an item analysis of the KCDI. The item difficulty is reported separately for each of the four areas of development (Table 2). For emotional development the item difficulty ranges from 1.00 to .44 with a mean difficulty level of .80; for cognitive development the range is from 1.00 to .28 with a mean difficulty range of .75.

Criterion Validity

Criterion validity was obtained using the Pearson Product-Moment Formula to compare scores on the KCDI with scores on true-false test questions from the instructor's manual to accompany Smart and Smart's text, Children, Development and Relationships. Scores from twenty-four Masters degree candidates in Early Childhood/Special Education indicate a .80 correlation between the 56 item KCDI and the 83 item criterion measure (Table 3).

Reliability

Coefficient alpha (Nunnally, 1972), a basic formula used for determining the reliability of an instrument based on the internal consistency of items, was utilized. Coefficient alpha sets an upper limit of reliability based on the average correlation among the items. The higher the items correlate with one another, the higher the reliability. The obtained reliability of internal consistency of items is .93 (Table 4).

Normative Data

Normative data was obtained on the KCDI with a sample of 434 female participants. The racial background of the sample was 341 White, 78 Black, and 15 participants of Spanish background. The participants' ages were:

151 between thirteen and fourteen, 94 between fifteen and seventeen, 94 between eighteen and twenty-two, and 95 over twenty-two years of age. The mean score for this sample of 434 females was 37.85 with a standard deviation of 5.98.

Summary

The unavailability of an instrument to measure knowledge of child development with young lay populations led to the development of the KCDI. The Knowledge of Child Development Inventory is statistically reliable and valid. In addition, the KCDI has a reading level of 8.0 grade level which is comprehensible to the target populations. The instrument has many applications as a pre-post assessment in high school child development courses, prenatal classes, and parent training programs. It can also be used in clinical settings such as adoption agencies, abuse centers, and teenage pregnancy centers.

TABLE 2

ITEM ANALYSIS OF THE KCDI

EMOTIONAL DEVELOPMENT		COGNITIVE DEVELOPMENT		PHYSICAL DEVELOPMENT		SOCIAL DEVELOPMENT	
Item No.	Item Difficulty	Item No.	Item Difficulty	Item No.	Item Difficulty	Item No.	Item Difficulty
1.	1.00	15.	.60	29.	.40	43.	1.00
2.	1.00	16.	.80	30.	.20	44.	1.00
3.	.76	17.	.84	31.	.60	45.	.84
4.	1.00	18.	.36	32.	.68	46.	96
5.	.84	19.	.84	33.	1.00	47.	.72
6.	.84	20.	1.00	34.	.56	48.	.92
7.	.80	21.	.80	35.	1.00	49.	.88
8.	.80	22.	1.00	36.	.88	50.	.60
9.	.84	23.	.80	37.	.68	51.	.60
10.	.76	24.	.84	38.	.84	52.	.80
11.	.68	25.	.84	39.	.56	53.	.56
12.	.80	26.	.28	40.	.52	54.	.36
13.	.60	27.	.64	41.	.76	55.	.60
14.	.44	28.	.84	42.	.40	56.	.64
	11.16		10.48		9.08		10.48
	$\bar{X}$=.80		$\bar{X}$=.75		$\bar{X}$=.65		$\bar{X}$=.75

TABLE 3

CRITERION VALIDITY

	Criterion Raw Score (83) x	$x-\bar{x}=x$	x^2	$x'y$	y^2	$y-\bar{y}=y$	KCDI Raw Scores (56) y
1.	66	7	49	14	4	2	45
2.	66	7	49	14	4	2	45
3.	65	6	36	36	36	6	49
4.	65	6	36	24	16	4	47
5.	65	6	36	30	25	5	48
6.	63	4	16	4	1	1	44
7.	63	4	16	4	1	1	44
8.	63	4	16	16	16	4	39
9.	62	3	3	9	9	3	46
10.	60	1	1	1	1	1	44
11.	60	1	1	3	9	-3	40
12.	59	0	0	0	36	-6	37
13.	59	0	0	0	4	2	45
14.	59	0	0	0	36	6	49
15.	58	-1	1	2	4	2	45
16.	58	-1	1	4	16	4	47
17.	57	-2	4	4	4	2	45
18.	57	-2	4	0	0	0	43
19.	56	-3	9	9	9	-3	40
20.	54	-5	25	15	9	-3	40
21.	54	-5	25	0	0	0	43
22.	49	-10	100	60	36	-6	37
23.	49	-10	100	60	36	-6	37
24.	48	-11	121	99	81	-9	34
	$\bar{x}=59$		x^2 655	xy 408	y^2 393		$\bar{y}=43$

rxy .80416

TABLE 4

COEFFICIENT ALPHA RELIABILITY

Item No.	Item Difficulty		Item No.	Item Difficulty		Subjects	Raw Score		
	$\underline{x}$	$\underline{x^2}$		$\underline{x}$	$\underline{x^2}$		$\underline{x}$	$\underline{x-x=x}$	$\underline{x^2}$
1.	1.00	1.0	29.	.40	.16	1.	45	2	4
2.	1.00	1.0	30.	.20	.04	2.	45	2	4
3.	.76	.5776	31.	.60	.36	3.	49	6	36
4.	1.00	1.0	32.	.68	.4624	4.	47	4	16
5.	.84	.7056	33.	1.00	1.0	5.	48	5	25
6.	.84	.7056	34.	.56	.3136	6.	44	1	1
7.	.80	.64	35.	1.00	1.0	7.	44	1	1
8.	.80	.64	36.	.88	.7744	8.	39	-4	16
9.	.84	.7056	37.	.68	.4624	9.	46	3	9
10.	.76	.5576	38.	.84	.7056	10.	44	1	1
11.	.68	.4624	39.	.56	.3136	11.	40	-3	9
12.	.80	.64	40.	.52	.2704	12.	37	-6	36
13.	.60	.36	41.	.76	.5776	13.	45	2	4
14.	.44	.1936	42.	.40	.16	14.	49	6	36
15.	.60	.36	43.	1.00	1.0	15.	45	2	4
16.	.80	.64	44.	1.00	1.0	16.	47	4	16
17.	.84	.7056	45.	.84	.7056	17.	45	2	4
18.	.36	.1206	46.	.96	.9216	18.	43	0	0
19.	.84	.7056	47.	.72	.5184	19.	40	-3	9
20.	1.00	1.0	48..	.92	.9216	20.	40	-3	9
21.	.80	.64	49.	.88	.7744	21.	43.	0	0

22.	1.00	1.0	50.	.60	.36	22.	37	-6	36
23.	.80	.64	51.	.60	.36	23.	37	-6	36
24.	.84	.7056	52.	.80	.64	24.	34	-9	81
25.	.84	.7056	53.	.56	.3136		1033		393
26.	.28	.0784	54.	.36	.1296		-		
27.	.64	.4096	55.	.60	.36				
28.	.84	.7056	56.	.64	.4096		x=43		
		17.6136			15.0144				

32.628

Alpha r11= .9335

EMOTIONAL DEVELOPMENT

1. It is important for the infant's emotional development that his mother

   a) teaches him not to be afraid of anything;
   b) touches him, loves him and gives him attention;
   c) teaches him right from wrong;
   d) teaches him not to cry.

2. Which of the following is basic in the infant's emotional development? The development of

   a) a sense of patience;
   b) a sense of respect;
   c) a sense of fear;
   d) a sense of trust.

3. What type of care causes a fearful, mistrustful child?

   a) Spoiling the baby by always comforting or meeting the baby's needs;
   b) Insensitive, irregular care;
   c) How the baby is cared for does not really matter since babies are born with a natural tendency to trust;
   d) Any care outside the home, no matter how good, causes a fearful, mistrustful child.

4. A close relationship between a mother and child is most related to

   a) the number of hours spent together;
   b) the quality of the hours spent together;
   c) how many children are in the family;
   d) birth order, whether the child is oldest, middle, youngest or an only child.

5. When a child becomes about two years old he has an important need to

   a) remain dependent on his mother to do everything for him;
   b) learn to ride tricycles and color within lines;
   c) become more independent and begin to do things for himself;
   d) play games with a group of children.

6. A two year old boy has begun to say "no" when he is asked to put his toys away. This response

   a) shows that he is spoiled;
   b) is typical of a normal two year old child's development toward independence;
   c) shows that he has not been properly disciplined;
   d) should be ignored.

7. What might cause a young child to feel worthless?

   a) Allowing the child to follow his own interests;
   b) Allowing the child to make choices for himself;
   c) Using shame as a method to control the child;
   d) Being firm, but kind when correcting the child.

8. When a six month old baby cries whenever a stranger comes near, the mother should

   a) place the baby in the strangers arms so that he overcomes his fears;
   b) ask her doctor about the problem because this is not a normal reaction;
   c) scold the baby since the child has to learn not to be afraid;
   d) direct attention away from the baby until he gets used to the stranger.

9. When a mother gives her baby new objects or toys, how would you expect the baby to respond?

   a) With no interest, because a baby only likes the familiar;
   b) With confusion, because the baby can learn only one thing at a time;
   c) With curiosity, because a baby enjoys exploring new things;
   d) With fear, because it is a natural reation.

10. Shortly after the arrival of his baby sister, a three-year old boy begins refusing to feed and dress himself. His parents can best deal with the boy by

   a) explaining to him that he is a big boy and should act like one;
   b) not giving the child treats until he starts to do these things for himself again;
   c) promising him a special treat if he feeds or dresses himself;
   d) showing him more love and spending more time with him.

11. The keynote phrase of the two-year old is

   a) "Look at me."
   b) "Will you do this for me?"
   c) "Me do."
   d) "Leave me alone."

12. Cuddling and touching an infant

   a) is not very important in the first four weeks;
   b) is not very important after the first four weeks;
   c) is very important during the first four weeks and after;
   d) often will spoil the child.

13. If the child is to grow to be a happy, well-adjusted adult, he must

   a) be protected from all unpleasant emotions;
   b) learn to cope with unpleasant emotions;
   c) learn to cope with his emotions;
   d) experience only pleasant emotions.

14. The ability to respond emotionally

   a) does not appear until the baby recognizes strangers;
   b) appears in the newborn infant;
   c) is the result of learning;
   d) is the result of conditioning.

COGNITIVE DEVELOPMENT

15. What are typical behaviors of a newborn baby?

a) Rolls over from his back to his stomach;
b) Keeps his eyes shut because he cannot see;
c) Gets up on his hands and knees;
d) Watches things move and seeks the source of food.

16. What can family members do to help the young baby's development?

a) Protect the child by keeping him in his crib;
b) It is not necessary to do much of anything because the child will not learn until much later;
c) Firmly correct the child each time he does something wrong;
d) Talk to, change position, provide toys, cuddle, and play with the baby.

17. Which of the following is true of early childhood experience?

a) Only educational toys should be bought for young children;
b) Children need to explore and examine all kinds of things;
c) It does not really matter what they do because young children are too young to learn;
d) Children should be kept in their cribs so they don't get hurt.

18. When the mother plays the game of peek-a-boo with her baby, it most helps the baby to

a) understand that his mother will come back after she leaves;
b) see better;
c) learn to close his eyes;
d) improve his fine motor control.

19. What should a parent do when the baby begins to crawl?

a) The child should be allowed to play with any objects of interest;
b) The child should be kept in his crib so he does not mess things up;
c) The child should be spanked when he gets into things so that he learns not to bother household items;
d) Breakable and valuable things should be removed but interesting things should be left out for the child to play with.

20. What can family members do to help a young child's development?

a) Allow the child to choose activities that interest him;
b) Always choose the child's activities for him;
c) Control the child's activities so that he doesn't become too independent;
d) Family members need not do anything because the child is born either bright or dull.

21. When a child is interested in something, the mother should

a) tell the child to discuss it with his father when he arrives home;
b) pretend to listen to the child while going on with the important household work;
c) attempt to understand the child and seriously listen to his thoughts;
d) ignore the child so he learns not to interrupt her with his ideas.

22. What advice should a mother be given to help her improve her child's language?

a) Restrict the child so that he does not hear improper language;
b) Correct the child every time he says something wrong;
c) Talk to the child and listen to the child;
d) Have the child repeat sentences after her.

23. How does the idea that "children should be seen and not heard," relate to language development?

a) It is correct because this is a teaching passed down through the generations;
b) It is wrong because children should be listened to and talked to;
c) It is correct because children do not need to be listened to and talked to;
d) It does not really matter because children talk to each other.

24. A child's first sentences include a great many

a) nouns;
b) verbs;
c) adverbs;
d) prepositions.

25. Differences in the language development of young children are mainly due to

a) differences in desire to speak;
b) differences in motor development;
c) opportunities for learning;
d) the child's level of physical development.

26. The young child who chooses the plate of four cookies over a plate of two cookies is showing

a) his ability to understand similarities;
b) his ability to understand differences;
c) his ability to understand numbers;
d) his ability to count.

27. The first thing a child learns are usually

a) tied to stories from books;
b) tied to dreams;
c) tied to concrete things;
d) tied to abstract things.

28. Of all the things shown to young infants, which of the following does he find the most interesting?

a) A bull's eye;
b) An oval target with dots;
c) Stripes;
d) A human face.

PHYSICAL DEVELOPMENT

29. Newborn babies do not

a) smile;
b) reach for objects;
c) make stepping movements;
d) thumb-suck.

30. How great are differences among newborn babies?

a) No differences at all, all newborn babies are the same;
b) Slight differences in heart rate, level of arousal, depth of sleep, hand mouth contact;
c) Large differences in heart rate, level of arousal, depth of sleep, hand mouth contact,
d) No two newborn babies are alike in any way.

31. The introduction of solid foods before three months in most babies

a) is safe if limited to potato and gravy;
b) may place strain upon the baby's kidneys;
c) is much better for the baby than breast milk;
d) is not related to being overweight later in life.

32. What does a baby learn to do first?

a) Hit a mobile;
b) Control his head;
c) Roll over;
d) Pull himself up.

33. Is it important for a young child to get plenty of restful sleep?

a) Yes, it can make up for missed meals;
b) Not really, however a sleeping child means relief for the mother;
c) Yes, restful sleep is important for proper growth and behavior;
d) No, restful sleep is not important for proper growth and behavior.

34. About how many hours does an infant sleep in a twenty-four hour period?

a) 5;
b) 8;
c) 17;
d) 23.

35. Does poor nutrition affect the young child?

a) No, it really does not affect the child very much;
b) Yes, but it can be made up later in life;
c) Maybe, it depends on the child;
d) Yes, it affects his growth and makes it easier for him to become ill.

36. When a two year old child pushes off his wet pants

a) it indicates that the child is stubborn because he won't keep his wet pants on;
b) it is a sign that he is becoming aware of when he wets, and will soon be ready to learn to use the toilet;
c) it is a sign that the child is too lazy to use the toilet;
d) none of the above, a two year old should have already been toilet trained.

37. If parents of a young child slap his left hand when he uses it rather than his right hand, this

a) will make sure the child is right handed when he gets older;
b) will make no difference;
c) might cause the child to be nervous about which hand to use;
d) might cause the child to learn left from right, early in his development.

38. If a two year old child tries to push a spoon handle into the electrical outlet, the mother should

a) let the baby push the spoon into the outlet so that he will get an electric shock;
b) push the spoon into the outlet herself so that the baby will see what happens;
c) explain to the child in great detail the dangers of electricity;
d) stop the child immediately because he may be seriously injured.

39. Why is supervision important for young children?

a) To correct misbehavior;
b) To involve the mother in the child's activities;
c) To prevent accidents;
d) To keep the child busy with planned activities.

40. The meal most enjoyed by young children is

a) breakfast;
b) lunch;
c) afternoon snack;
d) dinner.

41. What is the most frequent cause of death for young children in the United States?

a) Pneumonia;
b) Accidents;
c) Cancer;
d) Measles.

42. The Moro Reflex is

a) a strong grasp on anything placed in an infant's hand;
b) the infant's lifting of his legs as if walking;
c) a laughing response to being tickled;
d) an infant's response to a loud noise.

SOCIAL DEVELOPMENT

43. If a two month old child smiles at everyone, even strangeers, the mother should

a) keep the child away from strangers;
b) be concerned that the child is too trusting;
c) realize this is normal and in time the child will recognize strangers;
d) tell the child in a firm tone not to smile at strangers.

44. When the baby fingers his genitals, the mother should

a) scold him;
b) slap his hand;
c) permit the child to explore his body;
d) encourage the baby by fondling his genitals.

45. Why might temper outbursts increase as a baby approaches two years of age?

a) Because he is becoming more dependent on others;
b) Because he has a great need to do things for himself;
c) Because the child is spoiled and used to getting his own way;
d) Has nothing to do with age, it is just the way the baby is.

46. The young child needs

a) harsh rules;
b) rules that are clear and firm;
c) no rules;
d) rules that change often.

47. If two boys, both two years old, seem to push and hit when they play together, their mothers should

a) never allow them to play together;
b) before play begins threaten them with punishment if they push and hit;
c) realize that this is normal behavior for two year olds;
d) be concerned that the boys are overly aggressive.

48. If two girls, both two years old, play side by side rather than with each other, their mother should

a) be concerned that something is the matter with the girls;
b) tell the girls to play together;
c) have an older girl join the girls to show them how to play with each other;
d) realize that this type of play is normal for their age.

49. When a three year old child misbehaves his mother should

a) compare his behavior with others;
b) spank and remove the child from the situation;
c) firmly, but calmly remind him of the rules and if he then continues, remove the child from the situation;
d) shame him and remove the child from the situation.

50. In dealing with anger in their toddlers, parents can best help their children to develop self-control by

a) giving choices within firm limits;
b) giving plenty of opportunities for expressing anger;
c) ignoring angry outbursts;
d) punishing lightly but consistently after each outburst.

51. The following statement is true

a) The sooner toilet training is begun the less time it will take;
b) Punishment and scolding shorten the time needed to complete toilet training;
c) When toilet training is begun is not important;
d) Children toilet trained after the age of 20 months tend to learn quickly.

52. Parallel play means that

a) the children are not aware of each other's presence;
b) the children play the same activity side by side, but independently;
c) the children play together cooperatively;
d) the child plays alone.

53. Cooperation

a) appears in children's play by the time they are two years of age;
b) is best developed by strict child-training methods;
c) is uncommon in young children because they are too self-centered to cooperate with others;
d) is uncommon in many young children because their parents do too much for them.

54. Aggression in young children is

a) always provoked by others;
b) often unprovoked by others;
c) always in the form of physical attacks on others;
d) usually in the form of verbal attacks.

55. Early social experiences are

a) more important in the home than outside the home;
b) more important outside the home than in the home;
c) limited to the mother;
d) more important with peers.

56. Conformity to group expectations

a) is unimportant;
b) is best achieved by strict child training;
c) is necessary for the socialization of the child;
d) is best achieved by waiting until the child is older than four years of age.

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